History of the United States, Columbus to 1877


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Supplies: 4 Scantron mini-books- form 886-E

Course Description:
The history of the United States is presented, beginning with the European background and first discoveries. The pattern of exploration, settlement, and development of institutions is followed throughout the colonial period and the early national experience to 1877.

Course Organization:

Unit I: The Cultural Mosaic
Davidson, Chapters 1-6
Trickel, Chapters 3 and 5
Test 1, JUNE 13, 2019

The history of the United States began with the collision of three fifteenth century cultures - Native American, African and European. English colonial endeavors began with the Atlantic coast and developed from Hudson Bay through Georgia. A distinctive American culture emerged with social, political and economic dimensions. The colonial period ended due to the French and Indian War and the evolvement of a true American character.

Unit II: The Revolution Secured
Davidson, Chapters 6-9
Trickel, Chapters 7, 8
Test 2, JUNE 20, 2019

The United States won independence by 1783, but only won international recognition and security following the War of 1812. The War for Independence had military, political and economic aspects. The first government of the United States, the Articles of Confederation, failed leading to the implementation of the Constitution. The presidencies of Washington, Adams and Jefferson set the stage for a second struggle with England. In the aftermath of that struggle, a new nation emerged.
The people of the United States experienced rapid westward movement and dramatic economic, political and social changes from 1815-1850. The twin themes of nationalism and sectionalism characterized the decades. Industrialization made a significant alteration in population movement and the location of economic power. The ominous institution of slavery cast a negative glow over the growing country. American politics were altered dramatically by the opening of the political structure to all free, white, twenty-one year old males. The country responded to these changing times with powerful reform movements which set an agenda for change. The period ended with territorial expansion leading to the acquisition of 1.3 million square miles of land, thus, fulfilling the United States' "Manifest Destiny."

The Civil War brought a cataclysmic end to the first century of American National history. The critical events of the 1850s prepared the country for war. The election of 1860 and subsequent secession of seven states brought on war. The military, political, social and economic impacts of America's most deadly war left indelible marks. The difficulties, successes and failures of the postwar Reconstruction Period ended the first century of American independence.

**TESTS:** Each of the four examinations will contain 30 objective questions (2 points each) from the text and lectures, and seven objective questions from the readings assigned from Perspectives on America. All the examinations will have 30 points in written responses, including: 3 of 5 identifications (5 points each); 1 of 2 essays (15 points) from a list of essays available on the ecampus site for this course. Although the test has a maximum of 104 points, it will be graded on a 100 point scale.
REQUIRED WRITING ASSIGNMENTS: An additional 100 points can be earned by writing one (1) paper based on reading one article from a list of acceptable articles from Perspectives on America. The paper should be the equivalent of two to three typed, double spaced pages (10 or 12 standard fonts) and written in good essay form (no footnotes are necessary). The essay is worth up to 100 points. The paper is due at class time JUNE 24, 2018, and for each day (or part of a day) late, you will automatically lose 5 points beginning at the end of class. After three days, it is 3/4 credit, and after one week the paper will earn ½ credit (the paper may be turned in early).

For the required paper, write an analysis and review of ONE of the following articles from Perspectives on America: “Children of Darkness,” “Pentecost in the Backwoods,” “The Nature of Southern Separatism,” or, “How We Got Lincoln.”

OPTIONAL WRITING ASSIGNMENTS: You may write one optional writing assignment based on articles from Perspectives on America for up to 25 points extra credit. This assignment will be available the first week of classes. Use the same format as for the required writing assignment and NOTE this assignment WILL NOT be accepted LATE. Optional/extra credit paper is due JULY 1, 2018.

For the optional writing assignment, you may write a review and analysis of ONE of the following articles from Perspectives on America: “Everything You Ever Need To Know About Columbus,” “Indians in the Land,” “Triumph at Yorktown,” or, “Timid President? Futile War?”

MAKE-UP TESTS: Any test given after the class takes the examination will be all essay and identification. It will be available at the Richland Testing Center the MTWR (test given out from 8:30 a.m. to 8:30 p.m. and Friday 8:30 a.m. to 3:00 p.m.) of the week following Tests 1, 2, and 3. Normally, no make-up is available for Test 4.

ATTENDANCE is an essential part of effective class activity and is your responsibility. You are responsible for obtaining any material or information missed due to absence or tardiness. Habitual tardiness is disruptive to the class and unacceptable to the professor. Leaving class before the end of the period is an unacceptable practice, and will not be tolerated in this class. Students who will be absent from class for the observance of a religious holiday must notify the instructor in advance. Please refer to the college catalog Student Obligations section.

ELECTRONIC DEVICES IN CLASS: All cell phones; Ipods or like devices are to be turned off during class. Laptop computers can only be on if they are being used to facilitate the acquisition of information relative to the information being presented in class.

SYLLABUS CHANGE NOTICE: The instructor reserves the right to amend a syllabus as necessary. Richland College is piloting its Quality Enhancement Plan (QEP) in select classes. The QEP provides techniques, practices, and tools to help students develop the habits, traits or behaviors needed to be effective and successful lifelong learners in college and in life. For more information, please log onto Http://www.richlandcollege.edu/qip2013.

INSTITUTIONAL POLICY: These are the necessary policies you will need to know from attendance, to financial aid, disability services, etc. Be sure to open link and read those policies which pertain to you. YOU WILL BE EXPECTED TO BE KNOWLEDGEABLE ABOUT THESE POLICIES. BE ESPECIALLY ATTENTIVE TO DROP POLICIES. LAST DAY TO DROP WITH AN AUTOMATIC “W” IS June 27, 2018.

www.richlandcollege.edu/syllabipolicies
CORE CURRICULUM INTELLECTUAL COMPETENCIES

1. Reading – the ability to analyze and interpret a variety of printed materials-books, documents, and articles above 12th grade level.
2. Writing – the ability to produce clear, correct and coherent prose adapted to purpose, occasion and audience above 12th grade.
3. Critical thinking - develop skills of comparing, contrasting, analyzing and combining information to reach reasonable conclusions
4. Listening – analyze and interpret various forms of spoken communication, possess sufficient literacy skills of writing, reading-above 12th grade.

EDUCATIONAL OBJECTIVES

1. To examine social institutions and processes across a range of historical periods, social structures and cultures.
2. To develop and communicate alternative explanations or solutions for contemporary issues
3. To understand the evaluation and current role of the U. S. in the world
4. To differentiate and apply historical evidence (documentary and statistical) and differing points of view
5. To recognize and apply reasonable criteria for the acceptability of evidence and social research
6. To identify and understand differences and commonalities within diverse cultures

NOTE:

It is the policy in this class, History 1301 with Professor John A. Trickel, that you may bring a drink (obviously of legal, non-alcoholic variety) to class. You are responsible for being careful not to spill (if an accident does happen, you agree to clean it up), or leave containers in the room. Please NO SNACKS OR OTHER FOOD. This is an instructor by instructor policy and in no way gives permission for you to take drinks into other classes.